THE CEA CRITIC

Formerly THE NEWS LETTER of the College English Association

Vol. No. XVIII—No. 5—Published at Springfield, Mass. Editorial Office, University of Massachusetts, Amherst, Mass. May, 1956

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DURHAM, N. C.

Scientist's Commentary on Humanist's Appreciation of Inventor's Remarks

Prof. Kenneth Wright, chairman, The Botany Department, Smith College, has this to say of remarks attributed to Charles F. Kettering ("The Inventor as Poet Impromptu," CEA Critic, March, 1956):

"Chlorophyll, necessary for photosynthesis, is contained, in grana, in the chloroplasts. These grana have been isolated, placed in a test tube, and photosynthesis occurred. This is the closest we have yet come to test tube photosynthesis. This was popularly publicized as having been done independent of leaf structures. Such is not the case."

Four CEA'ers Report On The CCCC

Many pleasant things happened at the recent CCCC meeting in New York. It is the sort of gathering which gives one the sense of being in touch. It offers on every hand—to right and to left—full opportunity for discovering what is what in the curiously undull discipline of freshman English. At such meetings, anyone can provoke laughter by making mild fun of our chief victim, the entering college student, but the laughter is neither disillusioned nor especially weary. It is essentially sympathetic.

Like the first act in old-fashioned vaudeville, the Tumbling Memories spill over my mind's stage, something like this: Al. Kitzhaber expertly guiding his workshop from chaos to cosmos; Leo Rosten brightly displaying the effects of sleeplessness; ubiquitous Max mingling, perhaps a touch lost in the unfamiliar role of spectator; Karl Dykema, seeking a candidate for some sort of office, unrolling the roster of CCCC members, an impressive sight as the loops of paper coiled on the floor; George Horner brightening the corner of the men's grill.

Then there were such sights as Donald Lloyd arm-in-arm with me, an unlikely juxtaposition with, however, no in-fighting; Robert Frost, the prize—a rare one—at the Henry Holt party; John Gerber, witty and right as a youngish elder statesman; Frank Bowman, shying from the dignities of his posi-

(Please Turn To Page 2)

Teaching Literature In Korea

When the Department of State invited me to become the first Exchange Professor of English Literature at Seoul National University, here in Seoul, Korea, my first question was, "But how can I teach in a Korean university if I know no word of the language and probably cannot learn very much in a year?"

The answer, which set my mind at rest, was that it would be better for my students if I didn't know any Korean. Then they would have to use their own knowledge of English if they wished to study with me, and they would have to practice their English if they wished to ask any questions or talk with me. These observations have proved correct, for except in dealing with the servants or in stores and other public places, we have not found our lack of knowledge of Korean a severe handicap. Now even our servants can understand enough English to carry out our wishes. and we have learned a few words of Korean.

"Thank You"

Professor Kwon Jun Whi, the Chairman of the Department of English here at Seoul National, remarked to me once that there are two kinds of Americans, as far as learning Korean goes: those who learn **Ka**, which means "get out of here," or "go away," and those who learn **Komapsumnida**, which means "thank you."

We have learned the latter word, and it stands us in good stead. Our relationships with the personnel of the University, both student and faculty, have always been most pleasant, and we have had many happy experiences during the semester which is just past. I use the "we" advisedly, because Mrs. Howell is also a full-time teacher of English in the University here, and she outranks her husband: she is a professor; whereas I am only a visiting professor.

Life Is Different

For a number of reasons I have found teaching literature rather different here from what it is in an American university. For one thing, Korean students have had entirely different educational experiences from those of American students, and as a result the attitude of both students and faculty is, to an American, strange. I have been told that this difference is due to the Confucian traditions in which Koreans are steeped, but I can only observe, not explain.

To begin with, Korean students will never willingly ask a question in class; it would be bad form, for it would mark the student as immodest and ill-mannered; and if the professor could not answer the question, it would make him lose face and would be most embarrassing to the student. So one just lectures in Korean college classes and has precious little discussion or question and answer.

Formal Relationships

Students have learned to hold professors—who are of the "scholar" class, the highest class in the Orient—in great awe; and it is hard to establish the free and easy relationships that exist in American classrooms. For instance, I had a seminar in Methods of Research in Literary History for a group of graduate students in English last semester. At an early session, I asked for volunteers to give reports on a couple of chapters in a book on bibliography. Not a soul would volunteer, though I tried hard to ask one or two to do so. Later I found that to volunteer was very bad form, quite immodest in fact. When I assigned each member of the seminar a task, I found that the class responded well; but I had to do the assigning, not rely on volunteers.

Poor English Speakers

It is, of course, to be expected that not all of the undergraduate students in my classes understand one hundred percent of what I say, especially during the first few sessions. But they can get a great deal, for they have been studying English since they were in the sixth grade in school, although

(Please Turn To Page 8)

ADULT EDUCATION, 1954-55
(Foreword from the Annual Report, The Fund for Adult Education)

Continuing Education

The years since World War II have brought an increased emphasis in the United States on continuing education, beyond the years of formal schooling. The Adult Education Association of the United States of America estimates that about 35 million adults are taking some kind of organized course of study—mostly of a technical, vocational, or recreational nature — in their spare time. Teachers and school administrators have been among the first to say that schooling, however many years an individual may spend at it, is not enough. Some educators go so far as to state that schools, colleges, and universities will in the future fail in their responsibilities if they do not prepare all young people to desire to carry on the process of learning for the rest of their lives.

Liberal Education

In these same years this country has witnessed a renewed and growing emphasis on liberal education. More recently this trend has been accentuated. Increasingly educators have described the dangers of overspecialized training. The voices of businessmen have been raised with a stronger conviction on behalf of the values of the humanities in training men for responsibility. Labor unions and agricultural leaders have recognized the desirability of education that transcends the technical for leaders in these key areas of our national economy. Magazine articles, speeches, books have affirmed the critical need in our country for the liberally educated man and woman, whether as a citizen, as a worker, as a businessman or woman, as a professional person, as a homemaker or parent.

To preserve a free society such as ours, the need for the self-governing citizen to think independently, critically, and objectively, to understand the culture of which he is a part, to use what he knows with judgment and discrimination, and to act with maturity and perspective, is manifest. Freedom and liberal education are, in fact, inseparable. Furthermore, the interdependence and complexity of our society and our world demand a breadth of knowledge and validity of judgment on a host of matters which are only marginal to the individual's area of specialization.

The sharpened recognition of the values of a liberal education has not merely remained in the talking stage. Action has occurred on several fronts. The professional and the engineering schools have begun to broaden their curricula in an

(Please Turn To Page 4)

THE CEA CRITIC

Published at 38 Hampden Street
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Published Monthly, September thru May
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(All official mail c/o College English Association
South College, University of Massachusetts, Amherst, Mass.)
Annual Subscription, $2.00
Re-entered as second-class matter Oct. 2, 1954, at the post office, Springfield, Mass. under the Act of August 24, 1912.

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Four CEA'ers Report

(Continued From Page 1)

tion, preferring—as he said—the company of his friends.

And I learned all sorts of interesting oddments: that the Wykoffs regularly celebrate wedding anniversaries at meetings of the CCCC; that Irving Griggs looked forward to 3 p.m., Saturday and the shedding of his burdens; that the Tuttle brothers are constantly surprised at each other; that Henry Sams operates with as much aplomb in New York as he does in Chicago.

And the best of all this? The best was that one could touch anyone within reach—touch him ne'er so lightly—and untap a well-spring of shop talk. Dartmouth, Duke, Chicago, and Tulane, Iowa State Teachers, Duluth and Ball State, Florida, Virginia, Kentucky, and N.Y.U., Little Rock Junior College, Texas A. and M., Kansas, San Francisco, and Western Reserve—from these and dozens of other institutions came dedicated men and women to talk things over. The varied lore of the freshman was ours for the asking—and we asked!

K. L. Knickerbocker
Univ. of Tennessee

The CCCC is, I think, the hardest working conference in the profession. The hardest work for the greatest number, I mean. Most of the man-hours at an annual Spring Meeting are expended in 15 to 20 workshops on closely defined problems. Each workshop is staffed by experts chosen from many states, who are joined by volunteers from the ranks of the organization. The groups meet several times during the Spring Meeting for free and thorough discussions, and later summaries of the discussions appear in the journal, **College Composition and Communication**. A complete file of this publication is an exhaustive workbook of excellent materials in this field. In addition to workshops, the usual program offers general sessions with featured individual speakers as well as groups of panels interspersed throughout the program. Papers based on these sessions also appear in the journal.

A practical obstacle to membership in CCCC has been the prerequisite of membership in NCTE. While this requirement may seem unfortunate and even unreasonable, it has not prevented a number of good CEA'ers from participating very actively in CCCC programs and publications. Ed Foster, Don Lloyd, Ken Knickerbocker, Glenn Christensen, Henry Sams, Donald Sears, Grace Nutley, John Waldman, to mention only a few. No doubt many others have attended annual Spring Meetings during the past eight years, in Buffalo, Cleveland, Chicago, St. Louis, or New York (every other Spring Meeting is in Chicago). And don't think that Max Goldberg hasn't been caught having breakfast with important CCCC and NCTE officials around these meetings. To my definite knowledge he has even offered to co-operate with some of them. The world moves on.

It is noteworthy that the 1956 CCCC Spring Meeting was jointly supported by the four active groups of English teachers in the New York area, including the Greater New York CEA. In fact this meeting replaced the program of their own annual joint meeting; separate business meetings for these local organizations were scheduled at the end of the three-day program. Appropriate credits and announcements appeared in the official CCCC program. Perhaps a little more of this inter-organizational co-operation would be a fruitful approach to some of the multifarious problems of our multiply organized profession. One world?-

Carl Lefevre
Chicago Teachers College

English teachers are becoming itinerants. Anyone who attempts to attend all the professional meetings in the course of a year will need an expense account at least as large as his salary.

Why not cancel a few of them?

Of course, everyone does cancel some of them, for himself. He goes to one; he absents himself from another. Acquaintance, location, and habit influence his choice. According to David Riesman he goes to conventions so that he can prove to himself and to what passes for the world at large that he isn't the dolt his intimate associates take him for.

But there is no good basis, after all, for cancelling some other fellow's organization. When three or more are gathered together, whether for prayer or learned papers, they deserve at least human blessings.

If one is so aggressively rational that he must be decisive and exclusive in such matters, let him consider the following criteria:

1. What organization is most firmly rooted in humane scholarship?

2. What organization reflects most clearly the full responsibility of college teachers?

3. What organization enlists men who without selfishness or ostentation bring to its meetings clear and accurate counsel?

4. What organization is most sensitive to the wishes and interests of individual members?

5. What organization is least given to contests with other organizations?

The record on these questions varies from time to time and from place to place. But whenever, wherever an association of teachers scores high on all or most of them, it is worth a man's time and labor—both for Mr. Riesman's unflattering reason and for other, more amiable ones.

Henry W. Sams
Univ. of Chicago

Workshop 3, "Problems in Teaching Structure of Language," began with an acrimonious haggle between "grammarians" and "linguists" in which mutual understanding and goodwill seemed impossible; but subsequent discussion was quite reasonable, as if the members had retired, thought it over, and decided to behave better. Panelists brought definitions of grammatical concepts, some technical terms of structural linguistics, and a brief bibliography to be passed out.

The discussion reviewed the necessity of linguistics in English teaching, differences between the tradition and the newer approach, ways of getting at the structure of language in the classroom and uses to be made of it, and some general problems in teacher-training. The high level of interest and concern, the large number of technically competent people present, the consistency and applicability of the structural approach as set forth, and the desire of those in attendance to get their hands on the prepared materials all indicated a large advance in this field in recent years, both in explication and in acceptance. The workshop closed with a recommendation that the conference seek ways of preparing tape-recordings for teaching structure to be made generally available.

Donald J. Lloyd
Wayne University

Harcourt, Brace and Co. has published **The Pursuit of Learning**, an anthology of readings, by Nathan Comfort Starr, Univ. of Florida. Nathan Starr is a past president of SECEA.

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Exercises In Literary Understanding

Note: Since last September, the Critic has run a series of "exercises" by John Butler of Amherst College. The exercises attracted several publishers, and as this note is written, arrangements have been completed with Scott, Foresman and Company for the publication (probably in May) of a small book containing all but one of the exercises, along with a number of others.

I should like to outline some of the assumptions on which my exercises are based. This is an "Introduction" which, coming a bit late, may be more meaningful for someone who has read the exercises that it would have been last September.

Learn by Doing

The exercises are designed for use in the Introduction to Literature course, whether freshman or sophomore. Speaking generally about the Introductory course for a moment, I say that one of my assumptions is that our main concern in it should be with teaching the student to read. Since most learning takes place when the learner himself does something, it would seem that we should make the student become active.

He learns an activity (here critical reading) by going through the motions himself, not by watching others go through them. Reading, I say, is the seeing of relationships, but these relationships can be more or less relevant. My exercises are an attempt to make the written assignment in the Introductory course play an important role in the learning that goes on in the course. They are not checks on the student's "having done" the reading; they are teaching devices. My feeling is that most written assignments are not teaching devices.

Teach Himself

To make the written assignment a teaching device, I ask the student a series of questions. To answer these questions, he must re-read, in an attempt to see more. To answer each question, he must learn something which he probably didn't know at the end of his first reading of the work. To get from question to question — i.e., to make his paper more than a list of answers —he must take several leaps, he must connect his reading of passages by connecting his answers. If he can do this in such a way as to come out somewhere, he is teaching himself something. He is, finally, making a larger and more sharply focused critical point than presumably he could have made on his own. And he is doing this while sitting alone with his book.

The Relevant Response

That this critical point will be the expression of a relevant response to his reading is more or less assured, because he is directed to the kind of response by particular questions. I can try to make a crude distinction between relevant and irrelevant responses to art by citing an analogy. I say that a relevant response to music is a response to patterns heard; the listening experience is a musical experience, it is the experience of discovering orders, of hearing notes in relation to other notes. The irrelevant response is a response to one's own memory (I forget the music and remember walking in a forest; this memory "moves" me).

I say that a relevant response to music is the hearing of notes in a musical context; that a relevant response to a painting is again a response to patterns (lines, colors) which I see in the painting; that a relevant response to literature is the controlled experiencing of language.

See Relationships

All three of these responses involve the seeing of relationships. I am trying to teach a student to see relationships in his reading. My exercises are attempts to put him in a position where he can see a central relationship and describe what it is that he is seeing. What he is seeing, the exercises continually remind him, is particular uses of language, and when he can talk about the way he reacts to language as part of a work, he is seeing structure.

When he is in a position to distinguish between his reaction to language in the context of the work of art, and the same language in a context supplied by his memory only, he is ready to separate relevant from irrelevant (or "stock") responses, he is ready to control his act of reading.

For these reasons, I argue against "free themes," in that they usually produce irrelevant responses; and I argue against assignments in which the student is asked to "use" literature to "inspire" him to write on a topic ("Using these chapter in **Walden** as a springboard, write a paper in which you set forth your own ideas on . . . . ."), because this kind of assignment is not aimed at making the student a better reader.

Not Too Hard

Of course, the exercises do not always work. Students are accustomed to quite different writing assignments. In high school they are seldom required to address themselves to specific critical questions in their writing about literature, and they often come to college with the notion that all ideas about literature are as good as all others, because, after all, this is a democracy, and who are you to be judging my ideas? And after they are over this hump, there is the difficulty of the exercises themselves.

They are not supposed to be easy. On the other hand, they are not so hard as they look. Students should be assured that all that is required of them is their best thinking, based on careful rereading. Their best thinking will probably not, at first, be very good, but as we all know, learning to read well is not accomplished overnight, or even in a semester or two. Ordinarily, the student starts the exercise in something not far from despair, finds himself constructing an argument, and finishes his paper with some satisfaction and some insight into the work. How much satisfaction and insight, varies.

Taste the Style

The exercises cannot work satisfactorily in a rapid "survey" course in which the students "taste the style" of dozens and dozens of writers, for in such a course there is no time to reread, and the student cannot, I think, be expected to get any very sound notion of styles.

When I refer to "a writer's style," I am not referring to something that "belongs" to him at all, it seems to me; rather I am referring to the kinds of connections and discriminations I make as I read him, as distinguished from different kinds of connections and discriminations I make when reading other writers. And what I am able to see in my reading depends to a large extent on the questions I bring to the reading, and the questions I raise as I read.

From Watching to Doing

My exercises are an attempt to make the asking of relevant questions habitual with the student; my hope is that he will eventually realize that to "get something out of his reading," to "appreciate a style," he must become a more active reader, a reader who tries to make something of his reading experience.

It is not enough to tell him that he ought to do this; nor is it enough for me to show him (in the classroom) that I can do it. Nor is is quite fair just to ask him, even after classroom demonstrations, to go ahead and do it in a three page paper, for then we are asking him to take by himself one of the hardest of all steps, from watching to doing.

My exercises put him in a position to take this step, by giving him, instead of a single direction ("analyze this story"), a particular arrangement of questions. He is not asked to tell his teacher what he already knows (which makes the writing assignment a checking device for the teacher), but to teach himself something new.

Culture Is Somthing That Happens

If it is argued that the exercises are not historical enough, I can only assert that I believe the Introductory course should teach the student to read, to understand, for one can't talk sensibly about Movements until one sees what it is that is "moving." Movements, we know, are created by sophisticated readers who are able to make relations between individual works, and these relations (to be of interest) must be based on full and intelligent readings of those works.

If it is argued that, since the Introductory course is often the last literature course a student will take, he should be given more cultural (historical) information than my exercises imply, I can again only assert that someone else's relations (the teacher's) do not constitute what I would call a genuine culture for the student. Culture, after all, is not something that is "found" somewhere, as in museums, under glass, or in an encyclopedia, or in a student's memory; it is something that "happens," inside someone's head, it is an activity of mind.

It seems to me that in the Introductory course, we should try to take steps to insure that, as our students read, something will happen, and that this something will be a relevant response to literature as literature. In this course, I think our contribution to the culture of the student is largely in transforming him into a reader who can go on to teach himself how to become a better reader after he has left the classroom.

U. S. Steel TV Plays

Teachers who wish to receive drama notes for the plays produced on the U. S. Steel Hour should address their requests to the U. S. Steel Corporation, 935 Statler Building, Boston 16. Recordings and scripts for the radio series "Theatre Guild on the Air" are available free of charge. Included in the varied list are such plays as "Great Expectations," "The Barretts of Wimpole Street," "Brigadoon," and "Our Town."

Oxford University Press has published an anthology edited by Russell Noyes of Indiana University. The title is **English Romantic Poetry and Prose.**

Adult Education

(Continued From Page 1)

effort to cultivate in their students an appreciation of the values in human life and the relationships of one discipline to another. They now know that students need more than mere proficiency in the letter of the law or the techniques of civil engineering or a narrow view of the sciences. Their graduates need to understand the roots and values of their civilization and to become equipped to make mature judgments if they wish to advance in their professions and, more important, if they wish to better themselves as men and as citizens.

Liberal arts and teachers colleges have been experimenting with five-year courses, internships, and other curricular arrangements to provide at least a four-year basic liberal education for teachers prior to specialized training in "education."

Business has organized for systematic giving to our liberal arts colleges and universities and has contributed millions of dollars to these institutions during the last few years.

Opportunities for Liberal Adult Education

At the level of adult or continuing education, it is being recognized more and more that the customary years of formal schooling are at best merely preparation for the more productive, the more fully comprehended, liberal education that can be achieved only in adult life by maturing men and women to whose experience it is related and applied.

Fortunately, at the same time, opportunities have been multiplying, although far from sufficiently, for adults in this nation to pursue their liberal education. Surveys conducted in recent years have revealed that many educational institutions have initiated courses oriented more directly to the adult learner. Evening college, extension university, and public school adult education programs show evidence of a growing element of the liberal studies and of a conscious effort to design courses suited to the characteristics and experiences of adults.

National organizations and libraries have prepared liberal educational programs for adults and in some instances have provided training for leaders of these programs.

Certain business organizations, having become alarmed by the effects of overspecialization on their young executives, have taken steps to see what can be done to cultivate the ability to make the broad and wise decisions expected of these employees. One answer has taken form in the Institute of Humanistic Studies for Executives, an experiment cooperatively planned by the Bell Telephone Company of Pennsylvania and the University of Pennsylvania. The 36 young executives who have attended this Institute—17 in the first year, and 19 in the second—"feel greater confidence in their own judgments, a desire for broader responsibility, a new sense of perspective and objectivity, and a great desire to learn more in their leisure time."

Other answers are being sought in meetings of educators in the liberal arts with business executives to discuss the objectives of education for management. Notable are the conferences sponsored by the College English Association, such as the one at Corning Glass Works in 1952 and the latest at General Electric Company in Schenectady last spring. It is believed that the study of the humanities is proving to be as pertinent and practical as vocational preparation for management responsibilities—and for the very reason that liberal education focuses on the man and not on the roles he plays.

Among labor groups, the United Steelworkers of America, for example, have recently held a conference at Pennsylvania State University for which the themes were "The Steelworkers and Education for the Individual" and "The Steelworkers and Education of the Citizen." Labor organizations have been working with universities in planning educational programs which will have a broader range of content and be more "liberating" in method than the usual training program for union participation.

The directors and faculty members of the Agricultural Extension Regional Summer Schools early last fall initiated a special program to improve and make more liberal the courses of the Summer Schools for County Agents.

The Outlook

It is estimated that many additional agricultural organizations, business firms, labor groups, and national and voluntary organizations will initiate comparable programs during the next few years. These can reach a substantial number of persons through their business and social affiliations. But how will continuing liberal education be provided for the millions of American people who wish to pursue it? How can sound educational program materials that meet the special requirements of adult learning be obtained? How can leaders be trained and provided in the numbers required? Many of the traditional college and university courses are inappropriate for adults; trained leaders for non-institutional educational activities of a liberal nature are scarce. In addition to these needs, physical facilities for purposes of adult learning are lacking in most communities. Where are these to be found? And under whose auspices can a continuing activity be assured? Finally, the question of financial support is crucial.

In any consideration of ways in which continuing liberal adult education could make impressive advances on a wide scale, special attention should be given to the possibilities for lay people to initiate and conduct programs under the guidance of professional educators who have been trained to work with adults. Such a plan, to be successful, would have to be adopted as an accepted part of community life. A number of institutions of higher learning are expanding their services into the community by helping voluntary groups to develop programs, train leaders, and organize and supervise study-discussion groups. This community approach to liberal adult education means additional tasks for educational institutions. In larger cities and rural areas it involves the feasibility of taking programs off the campus and into the community. It means a cooperative effort on the part of many local institutions and organizations to develop programs by the people and for the people of that particular community.

Need for Research

Research is greatly needed on the learning processes of adults, as well as a study of the elements in the individual's background, environment, and earlier educational experience which enter into the fact that liberal education is of considerable interest to some, moderate interest to many, and seemingly of no interest at all to others. The effectiveness of the discussion method, among others, is deserving of intensive study.

There are many methods by which adults can learn. The discussion method is favored by many, as particularly suitable for the adults of a democratic society. Some believe that the lecture fills a very important role in conveying information and providing the base of the learning experience. Forums, panels, visits to such bodies as legislatures, city councils, and other deliberative institutions of a free society, the use of museums and libraries, all contribute substantially to adult education. The whole area of the mass media offers rich and varied possibilities, with the full potential of educational television, the newest member of the communications family, as yet unrealized. The opportunities suggested by various combinations of these methods, and especially of the mass media with discussion, are yet largely untried. The results which might be accomplished through this means, in breadth as well as depth, excite the imagination.

In Conclusion

The crucial import for our society of continuing liberal education for adults has stimulated key persons in various segments of the society to action. But the idea of making liberal education programs available to all adults in their communities should permeate American life and become an accepted part of the American scene. There are numerous questions to be faced, objections to be overcome, problems to be squarely met, before notable progress can be made. Success is essential, however, perhaps more in America today than ever before. As Theodore M. Greene has said: "Liberal education . . . is the only education men have thus far devised for the cultural and spiritual enrichment of life and for the preservation of our hard-earned democratic freedom. . . . A truly liberal education is, in the long run, the only device we have for generating in our citizenry a true understanding of responsible freedom and a lasting respect for the value of human personality. If this is true, liberal education should be our prime concern as individuals and as citizens in a free society."

C. Scott Fletcher
President, The Fund for
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The Eleventh National Conference on Higher Education (March 5-7, Chicago)

(In the April Critic Henry Sams reported on this conference. Herewith, two additional reports.)

The theme of seven discussion groups at the conference was "General Education," of ours was "General Education: Communication." Most of the people present are teaching or planning to institute communication courses at the freshman level; these replace traditional freshman composition courses, and by report have jumped from 300 to 500 courses in the past five years. Communication courses emphasize activities or skills: speaking, listening, reading, writing, and sometimes demonstrating and observing. They seem to draw on essentially the same faculty as composition, with an admixture of people from Speech, Journalism, and senior-college communication programs—in mass media, for instance.

Hostility to "English" among the participants was quite noticeable; my guess is that it rises partly from dissatisfaction with English composition itself, and partly from the refusal of English literary scholars who dominate English departments to recognize the freshman work as worthy of scholarship and promotion to professorships.

However valid the concepts of general education and of communication may be, they result in practice in the statement of grand and plausible objectives: the students should become perceptive, critically alert speakers, listeners, writers, and readers, alert to hidden stereotypes and general symbolic values in all the mass media. The courses are "practical": they aim at the out-of-school orientation of the student in a mass society: they do not aim to fit him primarily for the intellectual life of the college.

With all its faults, English composition does aim at exactly that, and it draws on a faculty trained in the history and criticism of literature and other solid writings. The diffuseness of objectives and materials in communication courses results in "catchall" courses for which no one is specifically trained. One speaker, James Finn of USC, made a plea for the handling of mass media by people specializing in them and in information theory; he got nowhere with the group, which wanted the mass media in the general course. I made a similar plea for grounding the work in a comparable thorough grasp of the nature and structure of the English language, but the group was no more ready for that. A scholarly grasp of any particular substance seems unnecessary for a program which teaches everybody about everything.

I mean to sound critical. I have been critical of English composition because I cannot believe that reading and writing, however contemporary, varied, or portentous the materials, can bring about in mass education the degree of literacy necessary to the life of the mind, or that an approach to the language based on usage and diction can bring youngsters not already readers and writers by choice to command of the subtle expressive machinery of the English sentence.

I have been critical of English departments, undergraduate and graduate, which fail to encompass modern structural studies of English and leave their students feeling that Jespersen is a modern, Fries and Whitehall radicals, and Trager and Smith crabbed and irrelevant technicians. But the answer, it seems to me, is not to grow more diffuse, to add more activities to those we already mishandle, to run from literature to the movies, the newspapers, and the periodical press. Present-day information theory, semiotic, logic, and linguistics are essential to communication and expression; but if they are to be hastily and foggily grasped by the teachers in the course of teaching, the students will have to spend four years unlearning what they "learn" in the freshman course, and their literacy will be none the better.

The picture I got of communication from the discussion was all glowing plans and prospectuses, high and hazy ideals, and meager results. It is the frothy crest of a groundswell toward "general education" that runs counter to the liberal arts tradition in teaching—the belief that by grounding our students in firm control of hard and knotty matter, by educating them in literature under those who know and love literature, in language by language scholars, in science by scientists, in history by historians, in philosophy by philosophers, we bring them to that balanced understanding of intellectual disciplines and the stored mind that mark the educated man or woman.

I noted that the chairman, in listing the teacher organizations concerned with communication and with English teaching, omitted the CEA, and I felt that the omission was just. I think we have failed, as a group of scholar-teachers, to bring to the freshman course the fullness of our scholarship and the primacy of our concern; I think that we leave our young teachers contemptuous of this work which they will have to do for many years, and all too aware of our own contempt for it.

Into the vacuum our malpractice creates, the communication people move; they move from defeat to defeat in accomplishment, but they are indefatigable organizers; they draw more and more people into the act; they convince more and more administrations that they have the philosopher's stone that turns all dross to gold; they are engaging phrasemakers; they move to ultimate victory. I did not come from the discussion hopeful about the freshman course, about English studies, or about the humanities in the undergraduate college.

Donald J. Lloyd
Wayne University

This was my first attendance at a meeting of this conference. I was struck by the preponderance of second-string administrative personnel (you'll pardon the expression) among the 1000-odd participants: noticeably few classroom teachers, not so many presidents nor lord deans of deans, but many, many vice-presidents, lesser deans, various directors, program and department chairmen, registrars, administrative assistants, guidance counselors, and so on.

Because most of the meetings are workshops, each participant attends only a few general sessions and then is wedded to his chosen workshop, for better or for worse, through thick and thin, till death do them part: For me this turned out to be a fate worse than death. So as an alternative, I enjoyed almost two full showings of the Japanese film SAMURAI, which lickily happened to be running at a little theater half a block away. (Highly recommended).

The general sessions I attended cannot be described in any single well-chosen generality. One talk was bracing and brilliant: Warner Rice's tart response to the technocratic provocations of Alvan Eurich. Another would have made your hair stand on end: the featured banquet address by William Benton, published of Encyclopedia Britannica, on "Soviet Education: More Ominous than the Hydrogen Bomb?" This stirring talk also opened up possibilities of educational competition with the Soviets that may be worthy of serious consideration. Still another talk, an opening address that comes to mind: well, I was considerably less than mild about that one.

But in the Conference on Higher Education, such high and low spots provide the circuses rather than the bread of life. Whether the bread is produced in the workshops or the flesh market would be a nice question. All in all, to one neophyte this conference reproduced, to the life, the humdrum shuffling-reshuffling effect of administrative procedures at points below the stations whence policy and decision originate and seep down.

Carl Lefevre
Chicago Teachers College

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Eliot And Everyman

Two disks recently issued by Caedmon Publishers, New York, may serve to illustrate the growing repertoire of spoken literature available on long-playing records, a repertoire which, as it expands, will become increasingly important to teachers and students.

The instructional value of supplementing the study of a text on the page by listening to an authoritative oral performance has, of course, long been taken for granted in the classroom. One wonders, however, to what extent teachers are aware of the range of important literature already available in recorded form.

This range is suggested by the recent issue of Caedmon TC 1031, on which the fifteenth-century morality play **Everyman** is read by a group headed by Burgess Meredith, and of Caedmon TC 1045, on which T. S. Eliot reads "The Love Song of J. Alfred Prufrock," "Portrait of a Lady," "Ash Wednesday," and several shorter poems, as well as a number of excerpts from his dramatic works, including choruses from **Murder in the Cathedral** and **The Family Reunion.**

World Weariness

Like Dylan Thomas, E. E. Cummings, and one or two other modern poets, Eliot is the exemplary reader of his own works, and his delivery has never been more expert or more faithfully captured than it is on this disk, made in London last September. The world-weariness at the core of Eliot's art —whether expressed in the secular terms of "Prufrock" or the religious ones of "Ash Wednesday"-- is conveyed with unequalled poise and authority in the poet's inflections.

The record is an invaluable demonstration of both the total spirit and the point-to-point subtleties in some of the major poems of the century. Eliot makes clear how the poems go, so to speak, in a reading that may be more illuminating to students of his work than a volume of "new" — or even of "newer"—criticism.

Eliot's art is, of course, supremely sophisticated. Even when he writes on a religious theme with deliberate simplicity—as in "Journey of the Magi," which is included on this disk—the "simplicity" is the product of the subtlest kind of conscious workmanship. And the delicately controlled sophistication of his style of performance renders perfectly the sense and the aura of the poems.

Lacking in Power

Religious feeling of a very different order is, however, at the heart of **Everyman**, and one must report that the performance of this superbly "primitive" play—recorded, like Eliot's with remarkable fidelity—fails by as much as Eliot succeeds in suiting manner to matter.

One misses the rude power of the morality play, its graphic arraignment of human imperfections, its grandly simple view of salvation, in a reading that is sometimes alarmingly slick and glossily "modern" in tone, and sometimes almost embarrassingly amateurish. Burgess Meredith's Everyman is melodramatically shrill, rather than dramatically intense, and the Good-Deeds of Sybil Baker is weak and nerveless, rather than quietly moving.

One wishes that the bluff force that Richard Purdy brings to the minor role of Goods had been communicated to more of his colleagues. This **Everyman** is better than none, but the austerely beautiful play still awaits a satisfactory recording.

It should be added that whereas the excellent Eliot disk does not offer the text of the poems, the Everyman has an attached pocket containing the complete text of the play. The fact that the needle skips occasional grooves on the review copies of both disks is presumably not indicative of flaws in the pressings as a whole.

Seymour Rudin
Univ. of Massachusetts

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Reforming The Graduate English Program

The unsigned commentary "Beachheads of Creativity," in the Critic of November, 1955, deploring the English teaching situation in higher education, should provoke a concerted drive against the cult of research on the graduate level. Overspecialization displaces scholarship for pedantry. It inbreeds a species of academic hair splitters who cannot communicate the art of literature. To discover what scholarship is really necessary, a central body should be established, whose function would be then to advise, but not dictate to, English departments on the matter.

Even so, there would be no ultimate connection between good scholarship and good teaching. To get good teachers in greater numbers, the present graduate training program must be drastically reformed. But of course it cannot change overnight and may not until finally economic exigencies provide the necessary impetus. But the following modifications could be made now within the old framework:

1. The base broadened by requiring continued study in several fields besides literature and linguistics, such as in art history, in logic, and in social history. The courses given by a person or persons who can synthesize information from related areas.

2. Besides seminars in a specialty, prerequisite seminars—more or less roundtable affairs—held to discuss conceptions and ideas about life, language and literature. These should provide substance for a critical apprehension of literary values. Participation limited to as few as the instructor can get to know well and more than superficially recommend for teaching positions.

3. The doctorate conferred upon two types of candidate: A. who in a dissertation actually demonstrate creative scholarship or critical powers; B. who have competently met the Master's requirements and all else for the doctorate except the writing of a dissertation. If B has the qualities that make for an excellent teacher, he should be permitted to earn his degree either by publication of purely creative work or after a number of years of teaching to his credit, provided he can elicit favorable remarks from his superiors.

Philip Allan Friedman
Wayne University

Beginning with Volume II, Boston University Studies in Engl will devote Number 4 of each volume entirely to articles written by graduate students in American Universities. The upper limit for contributions will be 5000 words, and articles submitted must be approved by the chairman of the department in question or by someone authorized by him.

Purdue University announces a program leading to the Master of Science degree in English, with emphasis upon the theory and practice of developmental reading and remedial reading. A limited number of fellowships and assistantships will be available.

THE PLIGHT OF OUR PLURAL

Should teachers acquiesce in the erosion of our English plural? Countless persons are saying "There's many" etc. Even big, red-blooded members of learned societies are using such phrasing on occasion. Of course they would not approve of such language, or write it. They may merely want to be thought broadminded and generous: if I am not able to lift a fellow from the gutter, I can at least lie down beside him.

Of course grammar and standards of use do change. No one could stop my grandchildren, I think, from saying **real** for **very**, though I try it because they enjoy my quaintness. Even they, though, use **good** as an adverb only to rouse me from apathy.

Such changes will come without our running to welcome them. But the plural is a horse of another color. It will be usually recognized that **one** and **two**, and that **one** and **three** are different. Charles Sears Baldwin (may he rest in peace) used to point out the difference between points of grammar and points of logic. The plural involves a point of logic, it would seem, in any language.

Moreover, a practical effect of the eagerness of levelers is that many persons who are too busy to worry about language assume that now anything goes, no matter how shoddy or irrational. A teacher in a neighboring college told me that even if we drop plural agreement only when the impersonal **there** is used, he would find it difficult to explain this limitation adequately to the high scorer on their basketball team.

Ought I to be quiet about this, or ought my body to be found "by the wall"?

Deckard Ritter
Illinois College

Should Engineers Be Writers?

John Mitchell's piece "Engineers Need Not Be Writers" in the February Critic has brought two rejoinders. C. A. Brown of the General Motors Institute sent us a reprint of an article from General Motors Engineering Journal for Sept.-Oct., 1955, written by him and Ralph A. Richardson, which emphatically states that engineers must know how to write effective technical reports.

According to these authors, there has been during the past 10 or 15 years a steady improvement in articles written by engineers, and a tremendous increase in the number of such articles. Much of the credit for this, the reprint says, should go to the engineering colleges and universities for the outstanding work they have done in improving the writing ability of their graduates. Hours spent in writing may well prove to be an engineer's most productive time.

The second rejoinder is printed below.

John Mitchell's "Engineers Need Not Be Writers" (CEA Critic for February, 1956, p. 4) takes a view of technical writing which I do not recall having seen so strongly put elsewhere, and defends it by reference to recent articles in engineering and scientific journals and the practice of "leading laboratories." I know, too, that Mr. Mitchell writes from a breadth of personal experience which is barely hinted at in the article. One would be rash to doubt his facts.

But I am sure that he will permit a friend and colleague to ask a few questions about the implications of his position. I suppose that for a few years every engineer works at problems of limited scope — applies familiar techniques to new mechanisms or processes, works out the details of new projects, prepares variants of original designs to fit patent or production requirements or to meet competition. Perhaps at this stage his findings, or directions for the installation, use, and maintenance of products which he has helped to perfect, can be more easily prepared by technical writers who are not engineers than by himself; perhaps they will be clearer to production and maintenance men or non-technical users than he can make them; and I do not doubt that they can be more cheaply done by cheap labor.

But when the engineer matures sufficiently to direct others—when his company begins to count on him for radical changes in design or technique and the development of entirely new products—I do not see how any of his responsibilities can be delegated. Must he not now explain to his superiors (and, so far as trade secrecy allows, his professional peers) concepts far more fundamental than can be grasped by a technical writer whose equipment consists of "mathematical jargon" and "words and a few methodological skills (which) usually rub off on any social scientist willing to audit a math course"? I should think so. And if he has to defend his proposals before a committee or board, is he to bring his technical ghost along as interpreter?

Suppose that he becomes vice president in charge of production (or sales, or personnel, or public relations); I understand that well-trained engineers are increasingly prominent in such capacities. Or suppose that he is elected president of his company. Now he talks once a week with engineers; the rest of his time he spends with department heads, financiers, advertising men, lawyers, tax experts, transportation men, economics and management consultants, important suppliers and buyers, representatives of government. All public statements pass over his desk; only he can preside at the really important internal conferences and speak at the crucial public hearings. Of what use to him is the technical writer now?

Perhaps, then, there are sound reasons why engineering and scientific institutions keep trying to find out "how to make a scientist literate." M. I. T. has long balanced its well-deserved reputation for technical leadership with an almost equally well-known insistence on "broad" education for its men. Cal. Tech. maintains a particularly expensive Division of Humanities. Last fall I attended a meeting of engineers and arts men called at our own University to review the non-technical curriculum for undergraduates in engineering: it was called by the Dean of the School of Engineering. I talked recently with the chairman-designate of the Department of English at Yale, who two years ago served on a committee appointed by President Griswold for the same purpose. Whose was the initiative? It came, again, from the School of Engineering. Evidently the engineering schools are not content with narrowly vocational training: what do they say about the dichotomy of engineers and technical writers?

I suspect that they wish to have, thirty years hence, their share of men in executive positions, private and public. And like industry in general (as readers of the Critic need hardly be reminded), they know that technical training alone does not fit people for such responsibilities.

Vernon P. Helming
University of Massachusetts

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Engineers Speak Out

The Bulletin of Yale University for 15 March, 1955 contains the following paragraph regarding the School of Engineering in a discussion of "Undergraduate Courses of Study":

"A successful career in engineering is dependent upon a man's background, his interests and abilities, and upon his judgment, experience, and creative imagination. . . . Contrary to the oft-stated misconception, the engineer does not obtain his answers nor form his conclusions merely by the manipulation of formulae. Decisions in research and design are based primarily upon judgment as tempered by education and experience. And of vital importance to the successful career are a man's ability for clear self-expression, his appreciation of social and economic cultures, and his sense of responsibility as a citizen. Some required courses are included to emphasize these latter objectives and it is strongly recommended that each student give careful thought to the choice of his elective subjects and plan an integrated program of courses which will take every possible advantage of the educational opportunities available in the University."

A ROSE IS A ROSE

(a poem for scholars)

My love is like a red, red rose,
The rose of all the world—her youth
Flings roses, roses as she goes,
For roses are her cheeks and mouth.

Then gather ye rosebuds while ye may;
Let pale lost lillies grieve alone.
Lilies that fester would betray
The time of roses you have known.
For spring will vanish with the rose
Though now the rose and lilies grow.

With such pure grief as no one knows
I'll see her rosebuds filled with snow.

Plant thou no roses at her head,
But strew on her roses, roses, pin
Three lilies in her hand, O dead
Lilies without, roses within.

Philip Appleman
Indiana University

The European Traveling Seminar, 3700 Massachusetts Ave. N. W., Washington 16, D.C., announces a European Traveling Seminar for Education Editors from June 29 - July 30, including England, Holland, France, Switzerland, Italy; and an extension to August 30 including Austria, Germany, Denmark. Mr. Arne Sorenson will serve as director of the seminar. The shorter program will cost $1190; the longer program, $1490.

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Teaching Literature

(Continued From Page 1)

their study has been for only an hour or two per week, and has been in the traditional method of grammar, vocabulary-study, and translation.

The direct method is seldom used by the teachers in the high and middle schools, largely because they themselves are not able to speak English, as Mrs. Howell and I learned when we conducted a workshop in spoken English for English teachers of Seoul and vicinity during the Christmas recess.

Lafcadio Hearne's Method

So students came to our classes without much ability to understand spoken English. I adopted at once the Lafcadio Hearne technique of lecturing; I learned about it from reading about Hearne's remarkable career as professor of English Litcrature in the Imperial University of Tokyo and elsewhere in Japan.

What he did was to speak so slowly that with practice students could get down almost verbatim what he was saying. My method is similar. I prepare a full outline for each lecture and write it on the board as I talk, only departing from it to add a few details by way of illustration or elaboration of some point. I write the title of a novel, and perhaps one sentence describing it; then I develop in more detail, but still speaking slowly, the plot.

My students seldom complain of not being able to follow me, but of course our progress is quite slow. When I remember, however, that English is a foreign language to them, I do not feel badly that we cover so little ground in our courses.

Teaching Schedule

My teaching schedule last semester consisted of one course for graduate students, and four for undergraduates. Classes meet only once a week, for two hours—actually from 90 to 110 minutes. Each course is supposed to meet about fifteen times during a semester; but what with vacations, holiday, and cold weather, few university classes met more than a dozen or fourteen times during the fall and winter semester.

We heard via the grapevine that students were told to be sure to go to the classes of the foreign professors clear up until the official beginning of the vacation, even though classes of some professors really did not meet during the last week or so before the winter vacation in December.

In addition to my seminar, my other courses were writing, American Literature, with one section in the College of Education and another in the College of Liberal Arts, and a course in modern English and American fiction. The two sections of the American Literature course are needed because the two colleges are on different campuses.

Easy-going Customs

I rather disliked the idea of two-hour classes, but of course when one has to lecture at half-speed, the amount of material covered is not very great, and the time soon passes. Also I found that it was not even customary for classes to be held for the full period; often they would begin ten or twenty minutes late and end as much as half an hour early, though these were extreme situations.

I found that students think nothing of coming to class half an hour late. I am told that this laxity in class attendance and punctuality on the part of both students and professors is a remnant of the Japanese occupation, when Seoul National University was the Kiejo Imperial University, taught entirely by Japanese professors and conducted with supreme disregard for students. But that is another story.

Now, at Seoul National each member of the faculty is expected to sign his name or put his "chop" (a Korean signature in Chinese characters in the form of a little oval wooden or ivory stamp) beside the title of the course he is teaching on a printed schedule posted in the faculty room each day.

Most professors do not have offices; so the faculty room is a regular feature of all the oriental universities I have seen. The printed schedule for the day, with its red "chops" in little squares after each professor's name, is always present. I made a point of signing the schedule each day, of holding my classes for the full hour, and of calling the roll.

Language Handicap

Do students learn very much by the method I have outlined? I cannot answer with finality except to say that in the examinations which I gave them, I had the usual spread of grades, from almost perfect papers to ones which were not more than 25% correct. I was pretty sure, from the objective types of questions which I asked, that most of the students had read the materials assigned or had made full notes on the lectures.

Their greatest handicap seemed to be their weakness in English composition. Only a few could write without making the common errors associated with Korean literal translations into English. One has to remember that Korean has no articles and no prepositions, and that often a literal translation of a Korean word produces ludicrous effects in English, as when students wrote: "For dinner we ate hen-meat," or "Rip mounted a mountain with his dog to hunting," and "Rip was a hen-cocked husband."

Cramming

Speaking of the results of the final examination, I learned how important these examinations are in the life of the Oriental student, harking back in his tradition to the great State Examinations which were in vogue here in Korea as well as in China. Students do not expect to be assigned much work during the actual semester; but they will cram hard for the examinations.

With my courses this was not easy, since if they missed the lectures, they found it hard to do well on the examinations, as textbooks and reference books containing the material I covered were not easily available. I might add parenthetically that attendance is not compulsory at Seoul National, and my classes varied from an attendance of forty or more, including visitors, on good days, to eight or ten when the weather was cold or vacation was imminent.

So it is easy to understand the note which one student wrote on his examination paper: "I am quite idle, Sir. I am poor in preparation in this examination. Above is the only what I know. I am sorry, sir. Idler." he was the lad, I think, who wrote, "Concord Hymn is a difficult lyric to be understood in which he describes the concord of God, Nature and man's spirit."

You see, there are bluffers in Korean classes in literature as well as in classes in the States. The student who wrote the following essay must be given credit for having at least a vague idea of the story of Rip Van Winkle, though he tried to display too much learning in too small a compass and had the usual trouble in composition. Had this been the average performance in my class, I would have been pretty discouraged; it was the rare exception in a class of fifty, however, most of whom answered the question fairly well.

"An easy going man, Rip Van Winkle was henpecked husband, and used to seek refugee for the Hudson River Valley. One day he encounted a Danish man there, and was followed and drunken by a Holland wine. Waking at his long sleep, He was a old fashioned man, for his country was changed new and liberal (as it were romantic). And he was remaied as a type of man of American colonial period."

Some Rewards

Remembering the language handicap and the fact that the class had probably never before studied literature from an English anthology by the lecture-discussion method, I refused to be disappointed with the "Holland wine" and the "Danish man," and I was pleased with the fact that the student showed in the final two sentences at least a glimmering of what Irving was trying to do.

There were days, too, when I was gratified with the appreciation of Franklin's dry wit and sound common sense, or Jefferson's stirring words in the "Declaration," and with the enjoyment so obvious in the faces of the class when first they heard "Thanatopsis." They memorized the concluding lines of this poem, and recited it with real feeling, for Koreans are nothing if not romantic, and Bryant's senti-

DILEMMA

(Complex Destructive)

If I were a gobbler, portly and proud,
As most turkey gobblers be,
I shouldn't push forward or gobble aloud
Lest the meat at Thanksgiving be me.

If I were a gossling at home on the farm
And the farmer's surveillance were lax,
I should fly away south, lest I come to some harm
By way of the knife or the axe.

But I thrust myself forward; I gobble and growl.
I shun the warm southerly weather.
Therefore, I conclude, I am none of these fowl,
But a bird of a different feather.

Henry Sams
University of Chicago

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ments in these lines might well pass for Confucian doctrine.

Genuinely Appreciated

It would be unfair to conclude this paper without remarking that Mrs. Howell and I have been charmed by the delightful students we have met informally in our home here on the campus of Seoul National College of Liberal Arts. Hardly a day passes without our having callers who bring us gifts and come to ask us questions about English composition and literature, or American life and customs, or merely to tell us how much they appreciate our being here and teaching them.

We like nothing better than to get them talking and telling us their hopes and ideals for their lives and for Korea. It is inspiring. It, alone, has made worth while our stay in war-torn Korea, with its rather primitive living conditions and its lack of many of the features to which we are accustomed in the States.

Everybody here seems glad to have us, and we are finding our year one full of adventures and pleasant new experiences. We are glad we came, and from what faculty and students tell us, they are too. Teaching literature in Korea has made for us many new friends and broadened our point of view, as we have come to understand the valient struggles these young people are going through to get an education and to make the "Land of the Morning Calm" a free and independent nation, where ideals of equality of opportunity, education for all, and democracy as a way of life may come to prevail.

Seoul, Korea,
March 23, 1956
A. C. Howell
Seoul National University

TEACH FAR EAST?

The Asia Foundation is looking for single young men in English teaching positions in Korea, Japan, and possibly Taiwan for next fall. Requirements: graduate students, not yet permanently placed, interested in gaining experience. Stipend: $3000 annual salary, plus modest local stipend, plus campus living arrangements. Candidates will be sent at the Foundation's expense for the intensive teaching course at the University of Michigan Language Center. If interested, write The Asia Foundation, 105 Market Street, San Francisco, California.

Summary Report of the CEA Institute Committee

1955 has been a year of consolidation. In June, after the Schenectady Institute, the Executive Secretary called a halt for reconsideration. The officers and directors of the CEA gathered at the University of Massachusetts to review past actions and decide on the future. Measuring what had been done, they found it good; they accepted the Institutes as an integral part of the CEA and approved their continuance on a regularized —less opportunistic and ad hoc— basis. They authorized the expansion of the central office to fit the work it had to do.

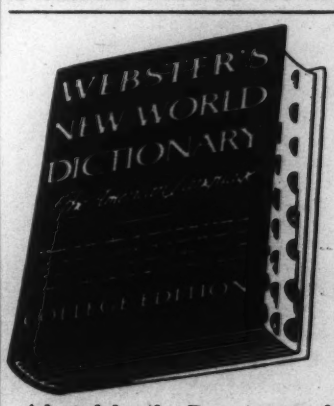
In October a group of veteran Institute workers from the CEA and from participating organizations met with CEA officers to review the Institutes as a joint enterprise wholly controlled by the CEA and wholly devoted to CEA ends in education; this meeting set up a joint committee to regularize and systematize industrial participation and support of Institute activities in behalf of English and the humanities.

In October the chairman of the CEA Institute Committee wrote to the committee members asking for further appraisals: all replied responsibly with measured and mainly approving judgments. No blunter reciprocal and self-criticism could be imagined than went on in these consultations, no more searching evaluation of CEA responsibility to pursue its ongoing colloquy and ongoing inquiry into the relation of our teaching to the various facets of American civilization—the community for which we prepare our students. The CEA and its Institutes look to the future from a secure organizational base.

In the past four years, the College English Association has become a recognized force in American education, in large part through and by the Institutes. CEA representatives sit at the tables where educational needs and policies are discussed; its voice is heard in the councils. Educational organizations and foundations call on the CEA as a responsible equal. Many corporations consult with the CEA and offer their support in joint activities; many publications cite and quote CEA stands on English and other liberal studies; many colleges and universities turn to the CEA for help in revivifying their work in the humanities. Organized Labor sits down with us; Adult Education in the U. S. and Canada confers with us. The CEA has participated in meaningful give and take with all who care about the humanities.

The Institutes are an active tool of the CEA—a tool, that is, of its members. They have a solid record of accomplishment; they have given us constructive force. It is the concensus of this committee that the members of the CEA should give our officers some further guidance about the kinds of things the Institutes should now do, within our present and foreseeable resources. Our problem now is a matter of selection among the activities which may enhance our profession and serve the ends of the teacher scholar, stimulate our self-criticism, and make us more effective in the work we do.

For the CEA Institute Committee
Donald J. Lloyd, Chairman



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CEA BUREAU OF APPOINTMENTS

Report for 1955

1955 gives a good indication of future Bureau developments. The number of registrants remained about the same as in preceding years (82). The number of persons counsulting the Bureau about filling vacancies increased somewhat (31). Some of these people had more than one vacancy to fill.

It is my feeling that we have at last reached the point where requests to fill vacancies will increase quite noticeably. A change in registrants is also apparent. This year there have been a number (at least half a dozen) who registered simply to find better jobs. They were, so they said, comparatively happy in their present positions and were interested only in a very definite change for the better.

Max Goldberg and David Clark both felt that MLA's new placement service, set up for the duration of the MLA conference, cut into our "act" at Chicago. As I see it, that will mean hereafter a lessening of the hectic rush that CEA headquarters, at the annual sessions, has been subjected to in the past. There is even a possibility that some kind of active cooperation at the annual meetings can be worked out with MLA. G. W. Stone of MLA has already cooperated with CEA by sending inquiring department heads to us when the MLA faculty exchange is not operating.

In conclusion, we might well end on a positive note. The CEA Bureau of Appointments has already gone through one period when the market was the employee's-during the "post-war veterans' bulge" in college enrollments. It was set up during this period, and it was quite active. It is reasonable to suppose, therefore, that the Bureau may continue to render substantial service in the employee's market period into which we are fast moving. The only difference may well be in the dominant type of registrant and the kind of service rendered, and the primary beneficiaries of this service.

Respectfully submitted,
Albert P. Madeira
Treasurer

New England Writers' Conference

Suffield Academy at Suffield, Connecticut will be host to a Writers' Conference in poetry, fiction, and non-fiction from July 27 to August 5. Directors of the conference are George Abbe and Madeline Mason; discussion leaders include Harrison Smith, Elder Olson, Lawrence Holmes, Walker Gibson, George Elliott, Anne Downes, and Shirley Barker. Among the speakers will be Padric Colum, Thomas Coward, and Louis Untermeyer. Fee for the conference will be $50, with $50 additional for room and board. Address Mr. C. D. H. Reynolds, Suffield Academy, Suffield, Conn.

Reprints of "Management in Search of Men" by David A. Shephard, Director, Standard Oil Company of New Jersey, who addressed the CEA Institute meeting at East Lansing in 1954, have been widely distributed by our national office. The article appeared in the March, 1956 Atlantic and expresses some of the views which Mr. Shephard presented at East Lansing.

Ohio College English Association Meeting On Courses In The English Language

The meeting of the Ohio College English Association held in Columbus, Ohio, on April 20, 1956, included a special session for discussion of an undergraduate course on the English language at which Karl W. Dykema, Youngstown University, presided. This session was arranged because the Ohio Department of Education has established a new set of certification requirements for prospective high school teachers.

In English these requirements include 9-12 semester hours of course work in advanced composition and the English language, and 12-15 semester hours in both American and English literature for a total of 24. Since several Ohio colleges, according to their catalogs, do not offer courses on the English language, an opportunity was provided to exchange ideas about such a course.

Approximately fifty people, representing colleges all over Ohio, heard four topics discussed briefly and informally by people who are at present teaching courses on the English language. Raven I. McDavid, Western Reserve, in his presentation of the approach to sounds in the undergraduate course, stressed the importance of a phonemic study of the spoken language as a basis for the analysis of English.

In discussing the relevance of structural linguistics, Leonard D. Newmark, Ohio State University, pointed out that the linguists have two sets of contributions to make—one, negative, and the other, positive.

Francis Lee Utley, Ohio State, considered the place of the historical study of English, emphasizing the value of history in demonstrating the fact of linguistic process. The relation of the undergraduate course to the teaching of high-school English was demonstrated by Priscilla Tyler, Western Reserve. Miss Tyler centered her presentation around exercise material used in a kind of methods course which applies descriptive analytical knowledge of English to actual communication situations.

Although the presentation of the topics at this meeting was necessarily very general, those present were made aware of some of the major elements to be included in the course now made mandatory by the requirements which the Department of Education has set.

Jayne C. Harder
Youngstown University

KENNETH L. KNICKERBOCKER

IDEAS FOR WRITING

Revised

Essays and poetry clarifying the concept of the idea behind each piece of writing. *April 1956.*

HOLT

Ohio CEA

Officers for 1957 for the Ohio College Association, English Section, are President, Merrill Patterson, Marietta; Vice-President, Don Keester, Ohio State; and Secretary-Treasurer, Margaret D. Blickle, Ohio State. The advisory council consists of Ben Spenser, Ohio Wesleyan, and Arthur Turner, Oberlin.

Middle Atlantic CEA

Newly elected officers for 1957 are President, Charles M. Clark, American University; Vice-President, N. Bryllion Fagin, Johns Hopkins; Secretary-Treasurer, Iva Jones, Morgan State. The Executive Council is Henry H. Adams, Annapolis; Francis E. Litz, Catholic Univ.; Richard Hovey, Western Maryland; Leonard Lutwack, Univ. of Maryland.

Indiana CEA

President: Frederick L. Bergman, DuPauw University; Vice President: Hazel E. Butts, Taylor; Sec-Treas: Fred E. Conkling, Manchester College.

Michigan CEA

Clyde Henson, Vice-President this year, was program chairman. He did an extraordinarily fine job, and the meeting set a high standard of excellence and interest.

New officers for 1956-57: President, Ralph Miller, Western Mich. College; Vice-President, Arthur Eastman, Univ. of Mich.; Secretary-Treasurer, Keith Fennimore, Albion College.

Readers of The Critic will be interested to learn that the State Board of Education did not approve the proposed changes in the Teachers' Certification Code. It decided to start again from scratch, not even trying to develop changes out of those proposed. The Mich. CEA—and many of it members working also through other organizations—had some influence in forestalling a change in teacher education that certainly would have affected liberal arts education in Michigan adversely. I think that more and more good things will come out of the Michigan CEA.

James Newcomer
Olivet College

Gordon Keith Chalmers

On May 8, Gordon Keith Chalmers, president of Kenyon College and president of the College English Association in 1949-50, died at Hyannis, Mass. where he was on a business trip. President Chalmers was the general chairman of the Corning Institute, and many CEA members will remember his challenging address at the opening banquet at Corning.

The New York Times writes that "Dr. Chalmers stoutly defended education." He believed that "what was needed was an education aimed at 'the understanding of ourselves, our kind, and what surrounds us.' . . . . The America we know 'is built around the affirmation of the value of the individual and his responsibility.' "

The Three-Dimensional Man

A book by A. M. Sullivan with the above title has just been published by Kenedy. The author writes: "Two chapters in this book were rewritten from articles which appeared in **Dun's Review** several years ago. The primary impulse for the book came in June, 1952, when I read a paper before the College English Association at Amherst, Massachusetts, under the auspices of the University of Massachusetts. The actual invitation to put the essays between covers came after a meeting of the same organization at Corning, New York."

In **The Domain of the Faculty in Our Expanding Colleges**, just published, John S. Diekhoff writes (p. 156): "The experiences of some agencies of adult education in England, E. M. Hutchinson observes, is that many technically trained young men, if they are successful, find that they move away from working with machines to working with 'people and paper.' To learn how to do it, they seek out agencies of adult liberal education. At joint meetings of business executives and professors of English sponsored by the College English Association Institute during recent years, business men assure the professors that literacy (central to a liberal education) is also a valued vocational skill."

Thomas Alva Edison Comic Book Awards

(With the CEA national office as intermediary, the Thomas Alva Edison Foundation arranged to have the Wheelers as their guests at the Awards Luncheon, all expenses paid).

When the Thomas Alva Edison Foundation asked the CEA to participate in its mass communication awards for comic books this past spring, Maxwell H. Goldberg, the executive secretary, accepted the invitation. Possibly his action was just a routine courtesy from one organization to another. Or possibly, being a realist on the subject of comic books, he thought grimly of the wisdom implied in the words, "If you can't lick 'em, join 'em." One suspects, however, that his action is best explained by his own philosophy that CEA has the function of establishing a "strenuous balance between divergencies."

In any case he laid the problem on my doorstep—or more accurately in my mailbox. My university had named me in 1948 to represent it on the Cincinnati Committee for the Evaluation of Comic Books, a group whose efforts have attained very considerable national recognition. Though most CEA members may not have had so "enlightening" an assignment as mine proved to be, many have undoubtedly come to grips with the problem in guiding their own youngsters.

In general, organizations that have studied the comic books have done so negatively. They have felt concern with the cultural, the moral, and the emotional damage that the books conceivably can wreak. The Edison Foundation norms, however, suggested that comic books, whatever their limitations as a form of communication even when they are at their best, can be directed toward a child's positive experiential development. These norms, contained in an address delivered by Dr. Martha M. Eliot, are too detailed for full inclusion in this report. These lines, however, reveal their objectives: "My specific suggestion, then, . . . is to give children more heroes. Give them more heroes, and fewer villains, on whom they can pattern their lives."

For the information of CEA members whose children are comic book addicts, the titles selected by the thirty-six organizations participating in the Edison Awards are **Benjamin Franklin** (American history), **The Ugly Duckling** (children under eight), **Gulliver's Travels** (children over eight), and **Beaver Valley** (science).

Charles F. Wheeler
Xavier University